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ABSTRACT

The movement to advance directors and administrators of early childhood programs is taking hold in many communities and states. Focusing on critical elements and updates from across the nation, this packet provides resources, prototype information, and guidelines for people in the process of setting up director credentialing programs. Sheets within the action pack address: (1) things to think about in planning for a director credential; (2) recruiting participants from underrepresented groups into leadership development and director credential programs; (3) credit for prior learning and experience; (4) training hours, credits, and formats required by state and national director credentialing initiatives; (5) distance learning sites; (6) competencies of early childhood directors; (7) training content and/or competencies required by state and national director credentialing initiatives; (8) research findings relevant to director credentialing; (9) Internet resources; (10) why director credentials are important; (11) essential elements of director credentialing systems; (12) an overview of credentialing initiatives, with contact and program information; and (13) state child care licensing requirements for directors. (EV)

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Taking The Lead

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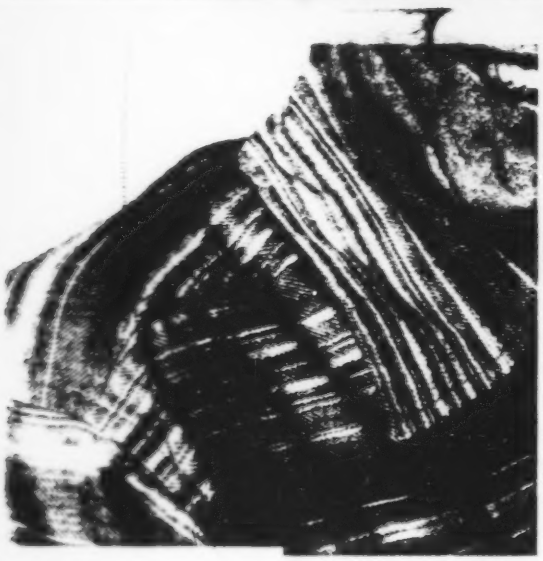

Director Credential

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Access:

Equitable entry onto director professional development paths regardless of an individual's ability to pay, ethnicity, primary language, geographic location, current position in the field, skill level, professional connections, or familiarity with the higher education system.

Content:

Information, knowledge, and skills that directors need to possess to be effective in the 21st century.

Infrastructure:

The institutions, recognition systems, regulations, guiding principles, networks, resources, and defined pathways that are in place to comprise the field's professional or director development systems. A structure that may welcome, support and aid in the progression of emerging and existing directors or thwart their efforts.

GETTING STARTED:
Things to Think About in Planning for a Director Credential

- The most successful attempts at developing systems, and those that have progressed the fastest, have involved a broad array of collaborators/stakeholders. Assess the climate in your state, and include representatives (ideally, *who are at decision-making levels*) from the higher education system, the licensing and funding agencies, other policy-making and advocacy agencies and groups, career development planning groups, and providers from all sectors (public, private, for- and not-for-profit, family child care, Head Start, school-age, etc.). Be sure to include both *current* and *future* directors, and reach out to form a group which truly represents the range of diverse populations in your state or region.

- Involving everyone early on— from the start— means representatives from a wide variety of backgrounds and groups have a say and an interest in how the credential develops, how broadly it is accepted, what it entails, and what the content includes.

- If your state or area is working on a comprehensive career development system, consider how your director credentialing effort fits into that. Figure out how to involve those working on similar issues in order to maximize resources and avoid duplication. For example, if your state has or is developing a computerized registry to store training and personnel information for everyone working in early childhood, can the tracking of directors seeking training for the credential be folded into that system?

- Coordination of higher education efforts is key to development and implementation: having articulation agreements in place, staggering offerings of courses throughout regions and by formats and times of year.

- Use resources that are already out there— learn from other states that are farther along, but adapt their ideas to reflect your own state's needs.

- Who is this credential intended for? What is the definition of "director?" Think about how to involve future directors, not just those currently in such positions.

- How does the credential relate to the regulations in your state?

- What entity should be the awarding body for— and will give the broadest validity to— the credential?

- How will the training be paid for? How will the system supports be paid for?

- Are there qualified instructors in the area who have the appropriate field experience to conduct the administrative and leadership training that comprises a credential curriculum?

- Building public support will lay the foundation for the widest acceptance. What are ways to make this happen?

- What will be the "return on investment" for a director who gets the credential? Increased pay? If so, how?

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LESSONS FROM THE FIELD:
RECRUITING PARTICIPANTS FROM UNDERREPRESENTED GROUPS INTO LEADERSHIP DEVELOPMENT AND DIRECTOR CREDENTIAL PROGRAMS

Across the country, as leadership development initiatives have worked to diversify the picture of who has access to leadership training in our field, some common strategies and realizations have emerged. In a discussion held at the 1999 NAEYC Conference, representatives of four organizations involved in such work through *Taking the Lead* shared their experiences and suggestions for bringing members of previously underrepresented groups onto the leadership path. Rosemarie Vardell (Center for the Child Care Workforce, Washington, DC), Charemon Monroe (Crystal Stairs, Inc., Los Angeles, CA), Ruth Ann Ball (American Indian Institute and Center for Early Childhood Professional Development, University of Oklahoma, Norman, OK), and Paulie Salazar (Alliance of Early Childhood Professionals, Minneapolis, MN) addressed questions such as:

- What are strategies for bringing new members into groups?
- What has worked in different parts of the country?

The representatives identified five effective recruitment strategies:

1. **Make personal contact:** Personal visits, calls, and attendance at meetings are tremendously effective ways to reach groups and people not already participating in training activities. Simply sending out a mailing and expecting people to respond does not have much effect, and often leads those in charge to conclude that other people are not interested in their training or program. In fact, particularly when it comes to leadership development, you need to understand that people you have targeted for training (e.g., teachers, family child care providers, parents) may not see themselves as leaders-in-the-making. Many potential leaders think a training session or program is not intended for them, and personal contact can help overcome this barrier.
2. **Forge links with different organizations:** One of the best ways to make contact with other groups is to reach out to the leaders of groups representing the target audience and ask for help.
3. **Consider logistical barriers:** Seemingly minor issues, such as the time that sessions are held or their location, can unintentionally prevent those you want to attract from participating in the program. Ask people what will work for them, and consider cultural and community norms in your planning. Also think about issues such as participants' need for child care, access to reliable, safe transportation, etc.
4. **Be aware of different training styles:** Your teaching/training method and style may be very different from what participants from different backgrounds are used to and comfortable with. Can you partner with someone from the group you are working with in order to incorporate a variety of styles?
5. **Build trust:** Invest time in building relationships with groups that have traditionally not been involved in leadership training. Remember that establishing mutual confidence and trust is a long-term process. If you are used to being "in charge," be willing to step back, listen, and let go of some of the leadership!

Finally, the best method for recruitment of participants from a variety of groups and backgrounds is to involve all of those sectors right from the start in the planning process. If this is achieved, the contacts for recruitment will be built into your program!

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Credit for Prior Learning and Experience

Across the country, many directors gain their administrative skills through direct, hands-on experiences. Every director credentialing project faces the need to validate and provide credit for the knowledge gleaned from those experiences. In addition, director credentialing projects must address the issue of whether— and how— credits earned from prior coursework can be applied to meet director credential requirements.

Awarding credit for prior learning and experiences is a complex process. Directors' prior learning and experiences must relate to their current academic, personal, or career goals to be meaningful. Further, all prior learning and experiences must be able to be objectively and accurately evaluated by college-level standards. Finally, the systems that director credentialing projects develop to assess prior learning and experiences must evaluate demonstrations of competencies and assess the applicability and relevance of prior experiences.

→ WHAT ARE THE SOURCES OF PRIOR LEARNING?

- Transfer credit— college credits earned from other institutions of higher education.
- Testing— Advanced placement exams, College-Level Examination Programs (CLEP), Professional certifications.
- American Council on Education— they operate a College Credit Recommendation Service translating workplace education and training into college credit.
- Evaluation of Non-collegiate Training— sponsored training and professional development; experiential learning from career/job, self-study, volunteer work.

→ WHAT ARE SOME GUIDELINES USED TO EVALUATE LEARNING?

- Credit is given for competency not for the experience.
- Competence should have applicability.
- To be eligible, the competence cannot overlap with credit previously earned.
- There should be a relationship between the competence and the learner's career goals.
- College-level knowledge must be demonstrated or verified.

Most college and universities require students to create a portfolio, a formal written communication, for the faculty to evaluate either alone or in combination with other evidence.

→ WHAT ARE THE USUAL CONTENTS OF A PORTFOLIO?

- Personal, professional, and academic background of the learner.
- Competence statements— what a person knows or can do in a particular subject at a specified level.
- Narratives— expanding on what the learner knows and how they can apply that knowledge.
- Documentation— the evidence of learning.
- Verification— testimony from others about the competencies.

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→ HOW ARE ASSESSMENTS MADE?

Models vary. In some instances, a faculty member is assigned to evaluate portfolios. In other cases, a whole team, including a practitioner in the learner's specified field, is involved in the process. Some programs require just written documentation, while others include a personal interview/defense of the portfolio. All assessment teams evaluate how many college credits the learning/experience deserves.

→ FOR MORE INFORMATION

Over 100 schools nationwide offer Prior Leaning Assessment (PLA). Identifying local institutions that offer PLA services is a first step.

More information is available from The Council for Adult and Experiential Learning (CAEL) at www.cael.org. CAEL is a national leader in the field of adult learning and workforce development.

Much of the information in this document came from Tessa McDonnell at the College for Lifelong Learning in New Hampshire. You may contact her at the College, 125 N. State Street, Concord, NH 03301 or at her e-mail address T.McDonnell@UNHF.UNH.EDU.

→ RELATED TEXTS

Prior Learning Assessment: A guidebook to American Institutional Practices by Brian J. Zucker, Chantell C. Johnson, and Thomas Flint. $24.95
The results of the CAEL survey document the use and acceptance of various prior learning assessment methodologies in post-secondary institutions throughout the United States.

Guide to Educational Credit by Examination. Fourth Edition, $32.50 (310-604-9073).
This guide is the standard reference tool used by U.S. colleges and universities to award academic credit for learning acquired through national testing programs and professional licensure/certification exams.

National Guide to Educational Credit for Training Programs. $85.00 (800-279-6799)
This guide describes thousands of high-quality educational programs conducted by business and industry, labor unions, schools, associations, and government agencies.

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Training Hours, Credits and Formats Required by State and National Director Credentialing Initiatives* (as of May 1999)

State Initiatives

State/Credential	Hours/Credits/Format
Alabama: Execs Credential	60 clock hour course plus 20 hours prereq and 40 hours post training requirements One day per week for 8 weeks. Any combination of 64 hours
Arizona: Program Management Certificate of Completion	30 credit hours On-site, one-on-one, mentoring model with opportunities for group sessions/interaction. The pace is individualized, open entry/open exit.
California: Site Supervisor and Program Director Child Development Permits	8 credits total 6 in administration and 2 in adult supervision Must be taken at colleges or universities. A limited number of other training institutes and organizations may be given approval to offer training towards the credential.
District of Columbia: Director Credentialing Program	15 credit hours Formats are semester-long courses, intensive seminars, and weekend seminars
Florida: Child Care Education and Program Administrator Credential	At the Advanced level, 9 college credit hours are required, however there are exceptions for some degreed persons. At the Foundational Level, it can be 3 college credit hours or some other amount (i.e., vocational program is 600 hours). Another state's credential may be accepted and those hours will vary. Foundational Level – semester-long course, intensive seminar (as long as seminar is endorsed by an accredited post-secondary institution) Advanced Level – college level semester course work (could be offered as intensive at the discretion of the college/university)
Illinois: Director Credential	Level I: Associate's degree, 21 points (semester hours) in Early Childhood/School-age Knowledge and Skills, 9 points in Management Knowledge and Skills Level II: Bachelor's degree, 24 points in EC/SA, 15 points in Management Level III: Advanced degree, 30 points in EC/SA, 21 points in Management
Minnesota: Child Care Administration Certificate	15 credit certificate program which includes 4 courses and an internship (total of 5 courses). Primarily offered through evening courses. Some independent study options available. Are looking into "distance learning" opportunities right now.
Mississippi: Office of Children and Youth's Director's Credential	120 clock hours. 8 courses plus a 15 hour integration module. Week-end intensives held once per month and one night a week classes.
New Jersey: Essex County College Early Childhood Director Credential Program	Minimum number of hours of training required will be 675, equal to 15 college credits..Participants will be required to attend workshops, seminars and conferences Format of the training will be semester-long courses, and intensive seminars/ workshops. The college courses and seminars/workshops will also be conducted on evenings and weekends. Also considering distance learning.

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State/Credential	Hours/Credits/Format
New York: Children's Program Administrator Credential	18 credit hours Each 3-credit course (with the exception of the final 3-credit internship) is 3 1-credit modules.
North Carolina: Early Childhood Administration Credential	There are three award levels of the credential. Each requires completion of five semester hours of administration courses (Admin. I & II) Level I: Admin I &II + 7 semester hours ECE/CD + level I portfolio Level II: Admin I & II + AAS in ECE/CD + level II portfolio Level III: Admin I & II + BS or higher in ECE/CD + level III portfolio Format is semester-long courses
Oklahoma: Credential for Early Childhood and School-Age Administration	Level I - 40 hours Format will be flexible and dependent upon each candidate's needs. Training that is credit-based may be semester-long, whereas other training may be a one-day seminar. Also week long and 2-day
South Carolina: Child Care Management Certificate	9 college (3 hr.) credit courses – to 12 credit courses Semester-long courses
Texas: Child Development Director's Credential	144 clock hours 8 consecutive week-end intensives.
Wisconsin: Professional Credential for Child Care Administrators	15-18 credits. 6 college courses. Wide range of options including, one week "institutes", 2 or 3 day retreats with one month between, traditional classes, and are now planning distance learning option.

National Initiatives

Credential	Hours/Credits/Format
Christian Director's Child Development Education Credential	150 clock hours 120 in child development and administration from a recognized training institute and 30 in Christian Ministry This credential is formatted like the national C.D.A.. Candidates must document 120 hrs. of course work or training in the 8 competency areas. Formal training hours are encouraged to be for credit. In addition, candidates must take 30 hours of training in Christian Ministry through the National Association for Child Development Education. Christian Ministry training is offered for instructors annually. Classes are offered upon request with a minimum of 15 directors or teachers, throughout the nation.
National Administrators Credential	40 clock hour course plus 8 hours of outside assignments One week intensive offered in a retreat setting.
Professional Administrator National Credentialing	40 clock hours and 40 hours of outside work One week intensive.

*see "Infrastructure" section for contact information on each credential

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ALTERNATIVE TRAINING STRATEGIES:
Some Early Care and Education Distance Learning Sites

California Virtual University
www.california.edu
Links to various on-line courses and programs

Central Arizona College, Coolidge, AZ
www.cac.cc.az.us "Shortcut to Online Classes"

Community College Distance Learning Network
ccdln.rio.maricopa.edu

Concordia University, St. Paul, MN
www.csp.edu "Online electives"

Learning Options
www.learningoptions.org

Loyalist College, Ontario, Canada
www.loyalistc.on.CA

Nova Southeastern University
For information: 800-986-3223, ext. 8756
A.A. degree in early childhood education

Pacific Oaks College, Pasadena, CA
www.pacificoaks.edu/programs/distance
B.A. in Human Development/Early Childhood Education

Rio Hondo College, Whittier, CA
www.rh.cc.ca.us "Virtual College"

University of New England, Portland, ME
www.une.edu/cpcs/msedhm
Masters Degree in Education, Distance Learning Program

Walden University, Bonita Springs, FL
www.waldenu.edu
Masters Degree and Ph.D. in Education, Distance Learning Program

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Competencies of Early Childhood Directors

This was adapted from a list prepared by Gwen Morgan of Wheelock College, based on work by Joe Perrault and Nancy Travis at Save the Children, refined through class discussion and assignments by directors from across the country who participate in administrators courses at Wheelock College.

Competent directors must have:

I. The ability to develop and maintain an effective organization.

A competent director must:

1. Understand the legal form of the organization, its philosophical base, its history, and its goals.
2. Be able to sense and respond to environmental influences and to stakeholders, both external and internal.
3. Understand and comply with all applicable rules and regulations.
4. Develop a management philosophy which includes a clear mission statement, and clear objectives based on the organization's values and the needs expressed by parents in the community.
5. Develop and implement strategies for management that build teamwork and participation of staff; make effective use of time and other resources; engage in short-term problem solving and long-term planning.
6. Work with and contribute to Board development in organizations that have Boards; develop Advisory Groups where applicable.
7. Be able to evaluate the program and all its components, and use this evaluation to change and improve the program.
8. Know basic strategic planning processes.

II. The ability to plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives.

A competent director is ultimately responsible for:

1. Systems for implementing curriculum, addressing all aspects of development for each child, appropriate to their individual age, culture, and level of development.

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2. Regular communication with parents, that respects their values and culture and involves parents appropriately in the life of the program, and supports parents' lives, including home language; a focus on contributing to the parent/child dyad and improving the quality of life for families.

3. Nutrition and food service management.

4. Recruitment and enrollment of children, attention to separation issues for children and parents.

5. Social services and health care, appropriate to the needs of the parent group.

6. Organization of tasks and decision-making teamwork throughout the organization.

7. Systems for maintaining all aspects of the physical facility in a safe and healthy condition, and in a creative design that contributes to learning and teaching.

8. Knowledge of basic Total Quality Management concepts.

III. The ability to effectively administer a program of personnel management and staff development.

In the organization as a whole, a competent director must effectively:

1. Give and receive feedback.

2. Gather needed information through regular communication with all staff and parents.

3. Facilitate the development of community among staff, among parents, among the Board or advisory groups, and among children.

4. Maintain personal stability and confidence, self-awareness, desire for growth, the ability to change.

5. Set the stage for recruiting, accepting and retaining a diverse group of staff members.

For staff development and support, a competent director must:

1. Observe objectively and give positive and negative feedback in a way that helps individuals to change.

2. Motivate and challenge people and set a high standard.

3. Communicate clear expectations for performance and ensure that goals and objectives are met.

4. Possess effective training skills and knowledge of training methods.

5. Have the skills needed to hire the right person, including interviewing skills.

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6. Supervise performance over time, with follow through, so that poor performance leads to termination and good performance is recognized.

7. Have knowledge of different supervisory styles and methods to meet individual needs of supervisees, appropriate to classroom staff and also appropriate for the cook, maintenance staff, office staff, and other non-classroom roles.

8. Model appropriate behavior.

9. Understand different cultural styles of interacting, leading and participating.

IV. The ability to foster good community relations and to influence child care policy that affects the program.

A competent director must:

1. Have knowledge of community services and functions, including knowledge of:

- Child care resource and referral organizations and what they offer parents and providers;
- Other child care programs-how they differ and are similar; information on salaries, fees charged, and service options; and personal relationship with other directors;
- Health services, social services, and other vendors and providers of functions needed by the program and the parents using them;
- Community-based organizations such as religious institutions that have influence on families' lives;
- Child care policies, and changes that are made in them, including regulatory policies, funding policies, and governmental structure;
- Legislative processes and how to participate in them; and
- Media and other ways to develop public support.

2. Use this knowledge to build networks and coalitions as needed.

3. Have effective skills in communication, including:

- Public speaking
- Writing letters
- Writing proposals, marketing plans, business plans
- Language skills in languages other than English
- Giving media interviews and maintaining media contacts
- Supervising or producing brochures, flyers, parent handbooks, other materials
- Maintaining regular communication with other advocates, and
- Maintaining a commitment to educate the community on issues affecting young children and their

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programs on a regular basis.

V. The ability to maintain and develop the facility.

A competent director must have the knowledge and skills to:

1. Establish procedures to monitor and correct in order to maintain compliance with all applicable codes - fire, safety, health, sanitation, building, and zoning.

2. Maintain all equipment to ensure safe working condition and have knowledge of procedures for maintenance and repair.

3. Establish and maintain safe security practices and equipment at all times.

4. Ensure appropriate room arrangement/space design and support the design and redesign of effective space, based on knowledge of environmental psychology and early childhood education.

VI. The legal knowledge necessary for effective management.

The competent director must be able to work with legal counsel and will have general personal knowledge in the following areas:

- Applicable regulatory standards and concepts, including the rights of licensees
- Custody issues that affect child care
- Confidentiality laws that affect child care
- Labor laws that affect child care
- Anti-discrimination laws that affect child care, employee rights
- Working knowledge of liability issues
- Health rules
- Basics of contracts that affect the center

VII. Financial management ability.

The competent director will assume responsibility for financial management and will have the ability to direct the accountant or other financial staff on how to present figures on income, expenditures, enrollment and other information, in ways that to inform decision-making. This includes the ability and knowledge needed to:

1. Mobilize needed resources, including the use of fundraising, marketing, unrelated business income, and governmental grants or third party purchase-of-service agreements.

2. Maintain accurate and complete financial expenditure records.

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3. Use financial tools in planning:

Effective budget planning and monitoring

- Establishing a staffing pattern for each room
- Setting an annual budget and projections
- Conducting deviation analysis
- Conducting functional cost analysis

Cash flow projection

Break-even analysis

4. Identify federal, state, and local funding sources, both public and private.

5. Understand basic marketing concepts.

6. Develop and implement fee policies that fit the needs of the organization.

7. Develop a compensation structure that rewards retention and increased knowledge and skills of staff.

Note: The above competencies are needed by directors of centers who serve as executives, fully responsible for program operation. If the income side of the budget is someone else's responsibility, as is usually the case in public school based programs, or Head Start, the director may not need the full range of competencies. Directors of small programs, and group child care home licensees, need the competencies at a more generalist level than directors of large programs.

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Training Content and/or Competencies Required by State and National Director Credentialing Initiatives* (as of May 1999)

State Initiatives*

State/Credential	Prerequisites for Credential	Main Content and/or Competency Areas
Alabama: Execs Credential	High School Diploma or G.E.D. and 20 hours of training in the ECE field. One year experience as a director, assistant director, or program director	**Main Content Areas** • Personal Development • Evaluating Existing Programs • Business Management • Communicating with Staff • Developmentally Appropriate Practices • Safe & Appropriate Environments • Nurturing Healthy Children • Working with Others
Arizona: Program Management Certificate of Completion	Enrollment in general basic early childhood courses (which are part of the core for the certificate program)	• Health/Safety/Nutrition • Learning Environment/Scheduling • Parent/Community Relations • Marketing/Budgeting/Legal Issues • Administration (selection)/Leadership • Staff Selection/Development/Evaluation •
California: Site Supervisor and Program Director Child Development Permits	**For Site Supervisor:** AA degree or 60 credits which include 24 credits in child development, plus 6 units in administration and 2 units in adult supervision. **For Program Director:** B.A. which must include 24 credits in child development plus 6 units in administration and 2 units in adult supervision.	**Courses** • Administration (2) • Adult Supervision **Competencies** • Personal and Professional Behavior • Child Growth & Development and Classroom Environment • Health, Safety and Nutrition • Working with Families and Communities • Administration and Management
District of Columbia: Director Credentialing Program	Hold the position of Education Coordinator, Assistant Director, or Director	• Management/Leadership • Effective Communication • Coaching • Strategic Planning • Continuous Program Improvement
Florida: Child Care Education and Program Administrator Credential	None. However, in order to obtain the credential, candidates must complete the state mandated 20 hour introductory child care course, 8-10 clock hours in special needs training, and a CDA or Florida equivalency, plus 1-2 years experience as an early childhood program administrator.	• Organizational Leadership and Theory • Financial and Legal Issues • Child Care and Education Programming • Overview of Child Care Management

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State/Credential	Prerequisites for Credential	Main Content and/or Competency Areas
Illinois: **Director Credential**	No prerequisites to apply, but must have a degree, formal course work, and experience as a director to earn credential.	General Education (degree) Experience Professional Contributions Early Childhood/School-age Knowledge and Skills 1. Historical and Philosophical Foundations 2. Child Growth and Development 3. Child Observation and Assessment 4. Curriculum and Instructional Methods 5. Children with Special Needs 6. Family and Community Relationships 7. Health, Safety, and Nutrition 8. Individual and Group Guidance 9. Learning Environments 10. Professionalism Management Knowledge and Skills 1. Personal and Professional Self-Awareness 2. Legal and Fiscal Management 3. Staff Management and Human Relations 4. Educational Programming 5. Program Operations and Facilities Management 6. Family Support 7. Marketing and Public Relations 8. Leadership and Advocacy 9. Oral and Written Communication 10. Technology
Minnesota: **Child Care Administration Certificate**	Must hold a Child Care & Education Diploma (48 credits) or have permission of the instructor.	**Courses (five 3-credit courses)** • Child Development Administration • Child Development Financial Management • Child Development Staffing & Supervision • Advanced Internship: Administration in a Child Development Setting • Elective
Mississippi: **Office of Children and Youth's Director's Credential**	Must be working in a licensed child care facility and qualify as a director	**Training Modules** • The Role of the Director • Child Development I. Infants & Toddlers • Child Development II. Preschool & School Age • Program staffing • Program Development • Financial Management • Program Administration • Theory and practice • Integration of Knowledge and Practice

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State/Credential	Prerequisites for Credential	Main Content and/or Competency Areas
New Jersey: **Essex County College** **Early Childhood Director Credential Program**	High school diploma or equivalent; must be a US citizen or legal permanent resident	Still in the development stage, but considering these topic areas: • Child Growth and Development (Infancy - 5 years of age) • Program Management • Communicating with Staff, Families, and Children • Life Skills • Developmentally Appropriate Practices • Supervision and Administration in the Bilingual Setting • Professional Growth
New York: **Children's Program Administrator Credential**	Associate's degree in ECE or related field or 60 college credits as a matriculated student with a minimum of 18 credit hours in ECE or related field These prerequisites are required before the candidate goes through the credentialing process. Not necessary to begin course work.	I. Course 1: Administering Children's Programs Module A - Organizational Management: Principles and Practices Module B - Personnel Management Module C - Human Relations II. Course 2: Financial Planning of Children's Programs Module A - Formulating a Financial Plan Module B - Budgets and Accounting Module C - Resources and Expenses III. Course 3: Operations Management in Children's Programs Module A - Management Systems for Quality Programs Module B - Technology and Communication Module C - Health and Safety IV. Course 4: The External Environment and Children's Programs Module A - Legal and Regulatory Requirements Module B - Marketing Module C - Ethical and Political Issues V. Course 5: Designing Programs that are Good for Children and Families Module A - Programming for the Whole Child Module B - Programming for the Whole Family Module C - Programming for Children with Special Needs VI. Course 6: Internship

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State/Credential	Prerequisites for Credential	Main Content and/or Competency Areas
North Carolina: Early Childhood Administration Credential	Entry into community college curriculum programs or taking course work as special students first, then applying to enter early childhood curriculum programs	Early Childhood Administration I: Topics include: • implementation of goals • principles of supervision • budgeting and financial management • N.C. licensing standards Early Childhood Administration II: Topics include: • Budgeting • financial management • marketing • hiring • supervision • professional development
Oklahoma: Credential for Early Childhood and School-Age Administration	GED/HS diploma or ACT and/or literacy assessment	**Main Content and/or Competency Areas** • Historical and Philosophical Foundations • Child Growth and Development • Children with Special Needs • Child Observation and Assessment • Curriculum and Instructional Methods–Preprimary level • Curriculum and Instruction Methods–Primary level • Family and Community Relationships • Health and Safety of the Young Child • Child Guidance and Classroom Management • Professionalism **Management Knowledge and Skill Areas** • Personal and Professional Self-Awareness • Legal and Fiscal Management • Staff Management and Human Relations • Educational Planning • Program Operations and Facilities Management • Family Support • Marketing and Public Relations • Leadership and Advocacy • Oral and Written Communication • Technology

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State/Credential	Prerequisites for Credential	Main Content and/or Competency Areas
South Carolina: Child Care Management Certificate	Acceptable placement test scores or completion of reading/math skill development course; DSS medical statement and health assessment; FBI fingerprint check	**Course Topics** • Growth and Development I & II • Observation of Young Children • Family and Community Relations • Administration and Supervision • Guidance and Classroom Management • Exceptional Children • Small Business Management • Introduction to Computers • Methods and Materials • Health, Safety and Nutrition • Applied Psychology
Texas: Child Development Director's Credential	Must be 21 years old and have a high school diploma or G.E.D.	**Main Content Areas** • Child Development • Health and Safety • Administration • Staff/Child Interaction • Staff/Parent Interaction • Curriculum • Staff Qualifications • Physical Environment Indoors • Physical Environment Outdoors • Nutrition • Special Education
Wisconsin: Professional Credential for Child Care Administrators	An acting Director and have one year of experience preferred.	**Courses** • Administration/Supervision • Financial Management • Operations Management • External Community & Marketing • Best Practices for Children & Families • Integrative Seminar

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National Initiatives*

Credential	Prerequisites for Credential	Main Content and/or Competency Areas
Christian Director's Child Development Education Credential	Must be an acting ECE Director in a Christian setting and have a High School Diploma or G.E.D.	**Main Content Areas** • Social/Emotional Development • Program Management • Physical/Mental Development • Family Relations • Health, Safety and Learning Environments • Professionalism • Observing and Recording Behavior • Child Development **Christian Ministry** • Moral/Spiritual Development of the Child • Ministry of the Administrator/Staff • Relationships with Families, the Church and the Community
National Administrators Credential	No prerequisites but it is assumed that participants have a background in Child Development.	**Competencies** • Ability to Develop and Maintain an Effective Organization • Ability to Plan and Implement Administrative Systems that Effectively carry out the Program's Mission, Goals and Objectives • Ability to Market the Program to Parents and the Community • Ability to Administer Effectively a Program of Personnel Management and Staff Development • Ability to Maintain and Develop the Facility • Legal Knowledge Necessary for Effective Management • Ability to Foster Good Community Relations and to Influence Child Care Policy that Affects the Program • Financial Management Ability • Ensure Director Self Development
Professional Administrator National Credentialing	Candidates must have 2 years of experience in the field and have 50 clock hours of ECE training.	**Main Content Areas** • Standards for Child Care Centers • Operational Management • Principals of Communications • Personnel Management • Program Development Management • Communications with Parents and Community • Business Finance • Child Development • Legal Issues and How to Avoid Lawsuits • Business Writing • Health Regulations • Nutrition • Insurance Management

*see "Infrastructure" section for contact information on each credential

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Research Findings Relevant to Director Credentialing

Literature provides the following background to the director credential effort.

1. **The director's role is essential to program quality**. See Decker & Decker, 1984; Greenman & Fuqua, 1984; Jorde Bloom, 1992; Peters & Kostelnik, 1981; Powell & Stremmel, 1989.

2. **Director experience correlates with quality for children and their families**. Training may be very important to quality for children. For teaching staff, experience is found in all studies to be not equivalent to formal training (Jorde Bloom, 1990; Powell & Stremmel, 1989; Roupp, R., Travers, J., Glantz, F., & Coelen, C., 1979). However, the study of Cost, Quality, and Child Outcomes (1995) found significant effects of director experience, unlike the finding for teachers.

Other studies have also found that director experience has effects on quality (Kontos & Fiene, 1987; Phillips & Howes, 1987). A plausible explanation may be that there is little or no training available to directors, and therefore studies do not reveal training as having effects, although it is clear that the director is a key to quality.

3. **Training needs**. Competent teachers are likely to be promoted to director status (Hegland, 1984; Jorde Bloom, 1990; Osborne & Strauss, 1988; Norton & Abramowitz, 1981). However, their experience with this role change indicates a need for other, additional competencies to equip them for the role of director.

4. **Competencies or attributes of successful directors**. Lists of director competence began to be appear in the literature in the seventies. Nancy Travis and Joe Perrault at Save the Children developed such a list in connection with training for directors in the southeast region. These lists were circulated to other parts of the country during pre-conference sessions at NAEYC, where Save the Children joined with leaders from the University of Michigan, Purdue University, and Wheelock College, to offer shared training sessions for directors. This list was further amended, and circulated every year at Wheelock for improvement (Morgan, 1995) .

There have been a number of doctoral theses and other studies. Some studies of training needs include: Austin & Morrow, 1985; Bordelon, Stone, & Tate 1981; Johnston, 1983; Larkin, 1992; Manning, 1996; Norton & Abramowitz 1981; Poster, 1986; Texas Department of Human Resources, 1977.

NAEYC's accreditation standards (National Academy of Early Childhood Programs, 1991) list 13 criteria involving the director (annual program assessment; written policies and procedures; written personnel

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policies and hiring practices; benefits administration; record keeping for children, staff, and board; written board policies where applicable; fiscal record keeping; insurance coverage; familiarity with community resources; frequent staff communication for program planning; individual child consultation; working conditions and evaluation; the provision of planning time and breaks for staff; confidentiality of information about children and families; and designation of person of authority when director is absent. Even this limited list makes clear, however, that the director is directly involved in the quality of the program for children.

5. **Consistency of training needs to be identified**. The various competency lists, possibly because of widespread sharing, reveal a great deal of consistency (Axelrod, Schwartz, Weinstein, & Buch, 1984; BAEYC, 1995; Jorde Bloom, 1990, 1992; Morgan, 1995). Most competencies can be placed under four large categories (Manning, 1996): organizational theory and leadership; child development and early childhood programming; financial and legal issues; and board, parent and community relations. These categories are drawn so broadly that a wide range of activities fall under them; in reality, the director's role is extremely diverse. All the lists would require substantial child development knowledge, although some lists treat this knowledge as a pre-existing competency to which additional competencies must be added, while others list all competencies comprehensively.

A few studies have identified director problems and concerns; these might by extension be considered to call for competencies (Austin & Morrow, 1986; Norton & Abramowitz, 1981). An example is a concern for staff evaluation (Catron & Kendall 1984). Another is limited in-depth staff development related to principles of quality care in a diverse society. Center staff are unsure about how to provide appropriate language development instruction to children who speak languages other than English. (Chang, Muckelroy, & Pulido-Tobiassen, 1996). These concerns quite readily fall into the competency lists under the four categories identified above by Manning (1996).

6. **Rationale for meeting training needs**. Few states require any competency development for directors, so that there is not a "need" in the sense that directors must receive this training. Currently the case for training rests on two bases: l) its value in helping directors do their job more effectively and 2) its importance to helping directors achieve quality. Directors are involved in both structural and process features of quality for child care, as described by Larner and Phillips (1994), and therefore their role in quality is not limited to pedestrian aspects of the work. Studies indicate a major leadership role for directors which involves many aspects of the role, as seen in competency lists (Cromwell, 1994; Culkin, 1994; Schiller & Dyke, 1990.)

7. **Availability of training for directors**. Almost no course work has been offered for directors in local colleges and other training institutions (Morgan, Azer, Costley, Genser, Goodman, Lombardi, & McGimsey, 1993).

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DIRCRED-L

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A HUB OF INFORMATION
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Taking The Lead
Investing in Early Childhood Leadership for the 21st Century

The Center for Career Development in Early Care and Education
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WHY A DIRECTOR CREDENTIAL?

Directors might seek a credential because:

- The knowledge and skill would help them do their job
- It would bring higher status and recognition
- It would increase their ability to get good jobs directing high quality centers, and might be transferable to other fields
- It might be a way of qualifying through licensing for the director role; a handful of states have begun to strengthen their licensing qualifications for directors

Centers might support it because:

- It would reduce failures, crises, and disasters to have competent directors
- It would improve quality, to have directors who can select and support good staff
- It would add to a center's marketability to parents
- Child care resource and referral agencies (CCR&R's) could list centers that have credentialed directors
- It would add to a center's ability to get bank loans, corporate support, foundation grants

Policy-makers might support it because:

- Competent directors protect the investment of dollars in child care by reducing failure; and assuring operation at an effective level of quality
- Competence of directors correlates with quality outcomes for children
- Competence of directors correlates with the education and training of staff; i.e. staff are not effective without support of the director

Barriers to a Director Credential:

- Until recently, research findings were scarce
- The professional field has emphasized and valued the role of teachers, and viewed directors as individuals regrettably lost to teaching
- Training for directors has been almost non-existent
- Issues of access: e.g., lack of access for underrepresented groups
- The cost may be viewed as unaffordable
- Directors have little free time to continue their education; they typically work a 10 hour day, and have the responsibility of children and family
- Few states require any administrative training for directors
- Directors may not have the support of their owners or Board of Directors for their continuing education
- Some directors may not have the necessary educational foundations on which a director's credential must be built.

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Essential Elements of Director Credentialing Systems

Definitions:

We use the term ***director*** to represent a variety of titles used by early childhood and school-age programs to describe the role of director, including, but not limited to: program director, site supervisor, executive director, administrator, manager or coordinator.

Director credentialing is used to refer to the awarding of a certificate, permit or other document which certifies that an individual has mastered a specific set of defined skills and knowledge, and has demonstrated competencies to prepare for performance as a director in any early care and education or school-age setting (e.g., Head Start, private non-profit programs, for-profit programs, public and private schools). The body which awards the credential may or may not be the same organization that delivers the training. A credential may be awarded by a professional association, state agency, higher education consortium, etc. and signifies a consensus by those groups of the validity of the standards set forth.

There are a number of topics which need to be worked on in order to develop and implement systems for credentialing directors. In different locations, planning groups have chosen to focus on some earlier than others. The order doesn't seem to matter, and is often related to other systems and/or issues going on in a state or area.

➢ ***Element 1: Access to the credential.***

Element 1 is focused on ensuring that credentials are designed to be accessible to, and appropriate for, all potential candidates and ensuring that director credentials are a stepping stone, not a barrier, on the leadership path.

➢ ***Element 2: Content of the training/competency that is desirable for a credential.***

Element 2 is focused on establishing training content/competencies that will enable directors to create quality early care and education programs and lead healthy organizations.

➢ ***Element 3: The format and delivery of training for directors.***

Element 3 is focused on the structure of training and how it is made available to people. Topics that must be covered in designing the structure of training include:

- The format of training. Identify different ways in which training should be available so it is truly accessible (i.e., workshops, seminars, conferences, child care resource and referral modules, director support group, distance learning, college courses/programs).
- The amount of training required, broken out by topics.
- Ensuring that there are appropriately trained and experienced instructors available who reflect the populations being trained for credentialing.

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- ***Element 4: Evaluating director credential candidates.***

  Element 4 is focused on assessing whether participants in the experiment have gained the knowledge and skills necessary to perform the functions of director.

- ***Element 5: Tracking candidates' training toward the credential and deciding on a granting body.***

  Element 5 is focused on following the progress of participants and keeping track of the training they complete towards the credential— whether it be in workshop, module, or course format. It includes deciding on a granting organization for awarding the credential.

- ***Element 6: Developing a process to evaluate and give credit for prior training, skills, and knowledge.***

  Element 6 is focused on establishing a training approval process (a system of procedures established to evaluate and approve training as acceptable for credit toward the credentialing requirements) and developing policies on permitting exemption from courses where director candidates can demonstrate expertise.

- ***Element 7: Forging connections with colleges and cementing agreements.***

  Element 7 is focused on establishing agreements with higher education institutions to ensure that the credential participants receive will count towards certificate and degree programs.

- ***Element 8: Recruiting and enrolling participants; encouraging the development of professional relationships among participants.***

  Element 8 focuses on outreach to and enrollment of participants in director credential training. Element 8 also focuses on follow-up activities with trainees to encourage networking, provide support, and foster the development of professional relationships.

- ***Element 9: Developing a system to evaluate the credential and the training.***

  Element 9 is focused on creating methods to determine whether the credential and training achieve a set of clearly-defined desired outcomes in improving individual performance and positively affecting program quality.

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An Overview of Director Credentialing Initiatives - Contact and Program Information (as of May 1999)

State Credentials

State/Region	Alabama	Arizona	California
Name of Credential	Executives in Early Care and Education	Early Childhood Education, Program Management, Certificate of Completion and Early Childhood Education, Program Management, Associate of Applied Science (AAS) Degree	Site Supervisor and Program Director Child Development Permits
Awarding Body	Gulf Regional Child Care Management Agency, Inc.	Central Arizona College	Commission on Teacher Credentialing
Contact/ Affiliation	Wendy McEarchern, Executive Director, Gulf Regional Child Care Management Agency 601 Bel Air Blvd. Mobile, AL 36606	Martha Munoz, Program Director CDA Training Program Central Arizona College 8470 N. Overfield Rd. Coolidge, AZ 85228	Carol Sharpe, Project Director for Advancing Careers in Child Development, Pacific Oaks College, Pasadena
Phone Number; Fax Number; E-mail	334-473-1313 GRCMA1@AOL.COM	520-426-4477 (ph) 520-426-4476 (fax) martha_munoz@ python.cac.cc.az.us	805-969-0012 (ph) 805-565-1629 (fax) csharpe1@ compuserve.com (e-mail)
Start Date	1993	1994	February 1997
Number of credentials awarded	approx. 150	approx. 30 awarded, approx. 25-30 in progress.	1,266
What is the cost?	$495	Tuition/fees for each one-credit course is $38; 30-course certificate is $1,140	$65 +$57 fingerprinting fee (1st time only)
Is the credential required or voluntary?	Voluntary	Voluntary	Required for Directors in state funded programs, voluntary for private programs
Does the credential reflect a collaborative or independent effort?	Independent effort by a private non-profit Resource & Referral Agency	The ongoing development of the certificate is a collaborative effort of many training entities and a pool of 10-20 directors.	Collaborative, Statewide Career Development effort
Is college credit available?	No	Yes, 30 credits for the certificate	Yes, all but a select group of approved trainings must be done through colleges.

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An Overview of Director Credentialing Initiatives - State Credentials, Continued
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State/Region	District of Columbia	Florida	Illinois
Name of Credential	Director Credentialing Program	Florida Child Care and Education Program Administrator Credential	Illinois Director Credential
Awarding Body	University of the District of Columbia	Not determined yet. Since the credential is now legislatively mandated for licensure, it will likely be awarded by the Department of Children and Families	IL Network of Child Care Resource and Referral Agencies (INCCRRA)
Contact/ Affiliation	Maurice Sykes Institute for Early Childhood Leadership 1815 16th St. NW Washington, DC 20009	Julie Rogers Florida Children's Forum 2807 Remington Green Circle Tallahassee, FL 32308	Valerie Dawkins INCCRRA 207 W. Jefferson Suite 301 Bloomington, IL 61701
Phone Number; Fax Number; E-mail	202-986-1819 (ph) 202-986-3505 (fax)	850-681-7002 (ph) 850-681-9816 (fax) jrogers@fcforum.org	309-829-5327 (ph) 309-828-1808 (fax) valeried@ice.net
Start Date	July 1999	Training will start in the fall, 1999	January 2000- possible pilots earlier.
Number of credentials awarded	None	None	None
What is the cost?	Sliding scale depending on improvement grants	Varies depending on the number of courses taken and the costs of the course work. TEACH scholarships will be available.	$250 application fee (proposed) and cost of course work
Is the credential required or voluntary?	Voluntary	It is now in the law – by 2003 it will be the minimum standard for licensure.	Voluntary
Does the credential reflect a collaborative or independent effort?	Collaboration	It is a collaborative effort among many stakeholder groups in the early care and education field.	Collaboration
Is college credit available?	Yes – 3 credits per module	Yes. At the Foundational Level, 3 college credits can be earned (or 4.5 CEUs). At the Advanced Level, the credential requires 9 college credits (3 courses).	Yes – varies by level of credential

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An Overview of Director Credentialing Initiatives - State Credentials, Continued (as of May 1999)

State/Region	Minnesota	Mississippi	New Jersey
Name of Credential	Child Care Administration Certificate	OCY Director's Child Care Credentialing Project	Essex County College Early Childhood Director Credential Program
Awarding Body	Minnesota State Colleges and Universities for certificate; MNAEYC for credential	Office of Children and Youth, Mississippi Department of Human Services	Essex County College
Contact/ Affiliation	Sue Baldwin Insights Training & Consulting 2559 Hawthorne Lane Stillwater, MN 55082 and Eva Zygmunt MnAEYC Exec. Director 1821 University Ave, Suite 298-S St. Paul, MN 55104	Beverly Willis, Program Coordinator, Mississippi Forum for Children & Families 737 N. President St. Jackson, MS 39202	Margarita Roig Program Director Essex County College Social Sciences Division 303 University Ave. Newark, NJ 07102
Phone Number; Fax Number; E-mail	Sue - 651-439-4100 (phone and fax) baldwin@wavefront.com Eva - 651-646-8689 (ph)	Ph: 601-355-4911 fax: 601-355-4813	973-877-3255 (ph) 973-623-6449 (fax) roig@essex.edu (e-mail)
Start Date	May 1995	Fall 1995	Summer 1998
Number of credentials awarded	approx. 12	46 in 1995; 81 in 1997; 124 in 1998 238 enrolled in 1999 with 29 returning from past years to complete credential	Not applicable
What is the cost?	$39 per credit. $585 for the Certificate alone	Full tuition scholarships to licensed child care centers, partial scholarships to Head Start and other publicly funded programs, $25 registration fee for all	Unknown at this time
Is the credential required or voluntary?	Voluntary	Voluntary, meets updated state requirements for directors' qualification in 2000	Voluntary
Does the credential reflect a collaborative or independent effort?	Collaboration among public colleges and Minnesota AEYC	Developed by one agency (Forum) under contract to another (OCY)	Collaborative
Is college credit available?	Yes-15 credits	Training is job-specific	Yes - 15 credits

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An Overview of Director Credentialing Initiatives - State Credentials, Continued
(as of May 1999)

State/Region	New York	North Carolina	Oklahoma
Name of Credential	New York State Children's Program Administrator Credential	NC Early Childhood Administration Credential	Oklahoma Credential for Early Childhood and School-age Administration
Awarding Body	New York State Association for the Education of Young Children (NYS AEYC)	The NC Dept. of Health & Human Services/Division of Child Dev. awards the credential. State's 58 local community colleges offer the course work.	To be determined
Contact/ Affiliation	Christine Allgeier Director NYS Early Childhood Career Development Initiative NYS Child Care Coordinating Council 130 Ontario St. Albany, NY 12206	Katherine Shepherd Division of Child Development 319 Chapanoke Rd. P.O. Box 29553 Raleigh, NC 27626	Ruth Ann Ball Center for Early Childhood Professional Development (in partnership with the American Indian Institute) 1901 N. Moore Ave. Moore, OK 73160
Phone Number; Fax Number; E-mail	518-463-8663 (ph) 518-427-6603 (fax) cdi@earlychildhood.org	919-662-4543, ext. 280 (ph) 919-662-4568 (fax) Kathy.Shepherd@ ncmail.net (email)	405-799-6383 (ph) 405-799-7634 (fax) raball@ou.edu
Start Date	Fall 1998	Spring semester 1998	Will be determined by the work/focus groups. Anticipate it will be Fall 1999
Number of credentials awarded	None to date	60 number growing daily	95+ in process
What is the cost?	Based on tuition at individual colleges	Approx. $150 but scholarships available through TEACH.	Will vary for each participant
Is the credential required or voluntary?	Voluntary	It is a requirement passed in 1997/98 legislation	Voluntary at this time
Does the credential reflect a collaborative or independent effort?	Currently, 24 groups comprise the Career Development Initiative. The Credential Development Committee includes multiple agencies and organizations.	Collaborative	Collaborative
Is college credit available?	18 credit hours - offered at the bachelor's level. Graduate level is being pursued	5 semester curriculum credits for the 2 administrative courses (required) however, additional course work (EC/CD) is required according to specified levels I, II, and III	Training will be both credit and non-credit

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An Overview of Director Credentialing Initiatives - State Credentials, Continued (as of May 1999)

State/Region	South Carolina	Texas	Wisconsin
Name of Credential	Child Care Management Certificate	Child Development Director's Credential	Professional Credential for Child Care Administrators
Awarding Body	South Carolina Board for Technical and Comprehensive Education	Red Cross	The Registry
Contact/ Affiliation	Krista Kustra Center for Child Care Career Development P.O. Box 5616 Greenville, SC 29606-5616	Lisa Perez Administrator for Child Care Education Red Cross of Houston 2700 Southwest Frwy. PO Box 397 Houston, TX 77001-0397	Jere Wallden Executive Director The Registry 2517 Seifert Road Madison, Wisconsin 53716
Phone Number; Fax Number; E-mail	864-250-8581 (ph) 864-250-8680 (fax) kustra@dhhs.state.sc.us	713-526-8300 (ph) 713-526-5871 (fax)	608-222-1123 (ph) 608-222-9776 (fax) jwallden@newnorth.net
Start Date	1995	1988 (1st lic approved)	Summer, 1996
Number of credentials awarded	Collecting data at this time	approx. 500	38 awarded 280 in process
What is the cost?	Varies, but average $1,530	$375 + $75 renewal every 3 yrs	$160-$700 per course =$2880-$12,600
Is the credential required or voluntary?	One state licensing option	One state licensing option	Voluntary
Does the credential reflect a collaborative or independent effort?	Collaboration between technical colleges and local advisory boards	Private	Collaborative
Is college credit available?	Yes – 27-36 credit hours	None right now. In past local college offered	Yes - 18 credits (6 courses - 3 credits each)

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An Overview of Director Credentialing Initiatives - Contact and Program Information (as of May 1999)

National Credentials

Name of Credential	Christian Director's Child Development Education Credential	National Administrators Credential (NAC)	Professional Administrator National Credentialing (offered in 35 states)
Awarding Body	National Association for Child Development Education	National Child Care Association (NCCA)	National Association of Professional Administrators
Contact/ Affiliation	Kim Giana, Training Coordinator, or Ellen McKinley, President of the Board National Association for Child Development Education PO Box 1491 Orange Park, FL 32067-1491	Lynn White, Executive Director of the National Child Care Association Suzanne Grace, NAC Program Director NCCA 1016 Rosser St. Conyers, GA 30012	Sheena Sharp, Administrator for the Professional Administrator's National Credential PAC 1701 River Run, Suite 1014 Ft. Worth, TX 76107
Phone Number; Fax Number; E-mail	904-276-2071 904-213-9816 904-276-2465 (Fax) nacde@nacde.org	800-543-7161 (ph) 770-388-7772 (fax) nccallw@mindspring.com nccascg@mindspring.com	800-472-9438 817-870-4833 (fax)
Start Date	July of 1994	March 1996	1985
Number of credentials awarded	11	800+	40,000 awarded
What is the cost?	$220	$450	$450
Is the credential required or voluntary?	Licensing or religious exempt option in some states	Regulatory option in some states, voluntary in others	Licensing option in some states, part of career lattice/ endorsement competencies in other states, voluntary in others
Does the credential reflect a collaborative or independent effort?	Collaborative with a national accrediting agency	Collaboration with state associations and other statewide organizations	Private, independent agency
Is college credit available?	Yes – candidates may take three 3-hour credit classes to cover the formal training from their local higher education system.	Approved by the American Council on Education (ACE/PONSI) for 3 semester hours in education	Yes, in some colleges in some states. 3 to 15 semester hours

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Child Care Licensing Requirements:
Minimum Pre-service Training, Annual Ongoing, and Administrative Training Hours for Directors in Child Care Centers

States	Pre-service Training	Ongoing Hours	Administrative Training*
Alabama	none*	8	20 clock hours of training in administration and management
Alaska	12 college credits in child development	15	0
Arizona	60 hours of workshop training in early childhood education or child development and 24 months of experience	12	0
Arkansas	none	10	0
California	12 semester units in early childhood	0	3 semester units in administration or staff relations
Colorado	24 semester hours of early childhood education, plus 24 months experience*	6	0
Connecticut	CDA credential and 1080 hours of experience	U*	0
Delaware	CDA credential and 24 months of experience	15	0
District of Columbia	2 or more years of college training that includes course work in early childhood education or related field and experience	0	0
Florida	30 clock hours of training in early childhood education	8	0
Georgia	none	10	0
Hawaii	none	0	0
Idaho	none	4	0
Illinois	CDA or CCP credential, 12 semester hours in early childhood education, and 2 years of experience	15	0
Indiana	bachelor's degree with 15 hours in early childhood or related field	12	0
Iowa	10 CEU's in early childhood education, 3 years experience and 1 year course work or experience in administration	10*	0*

Data compiled by The Center for Career Development in Early Care and Education at Wheelock College
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States	Pre-service Training	Ongoing Hours	Administrative Training
Kansas	CDA credential and 1 year of experience*	5	0
Kentucky	none	12	0
Louisiana	30 clock hours of training in early childhood education and 1 year of experience	0	0
Maine	CDA credential*	24	0
Maryland	90 clock hours in early childhood development	6	0
Massachusetts	14 college credits in child-related field and 15 months experience*	20	2 credits in day care administration
Michigan	CDA credential and 12 semester hours in child-related topics	0	0
Minnesota	90 clock hours in child development, human relations, or staff supervision and 1,040 hours of supervisory experience*	U*	0
Mississippi	none	15	0
Missouri	CDA credential, 6 semester hours in ECE, and 12 months experience*	12	0
Montana	none*	0	0
Nebraska	none	12*	0
Nevada	3 hours in the first 6 months	3	0
New Hampshire	CDA credential and 4,000 hours of experience	0	0
New Jersey	none	0	0
New Mexico	none	24	0
New York	bachelor's degree with 18 credits in early childhood education and experience*	15*	0
New York City	early childhood teacher certification and 2 years experience	0	0
North Carolina	none	20	0
North Dakota	CDA credential and 1 year of experience	13	0
Ohio	CDA credential	0*	0

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States	Pre-service Training	Ongoing Hours	Administrative Training
Oklahoma	none*	20	0
Oregon	none*	15	0
Pennsylvania	associate's degree that includes 30 hours in child-related course work and 4 years experience	6	0
Rhode Island	none *	20	0
South Carolina	none	15 *	0
South Dakota	none	20	0
Tennessee	none	12	0
Texas	CDA credential and 2 years of experience	20	6 credits in business management
Utah	CDA, CCP, or NAC credential	20	0
Vermont	CDA or CCP credential*	9	0
Virginia	CDA credential and 2 years of experience	0	0
Washington	CDA credential, 20 hours of approved training, and 2 years of experience	10	0
West Virginia	CDA credential and 1 year of experience	U	0
Wisconsin	2 non-credit department-approved courses in early childhood education and 80 days experience*	25	10 hours of training in supervision or personnel management*
Wyoming	none	8	0
Total Number of States with Training Requirement	**33**	**41**	**5**

Notes:

States often list a set of required pre-service training alternatives. If a state has requirements for experience, high school completion, age, or training not specified in early childhood (such as first aid/CPR) that can substitute for training in early childhood education, it is reported as "none."

U = Unspecified number of hours required
CDA = Child Development Associate credential awarded by the Council for Early Childhood Professional Recognition
CCP = Certified Child Care Professional credential awarded by the National Child Care Association
NAC = National Administrators Credential awarded by the National Child Care Association

***Administrative training**: The states reported in table require training in administration for all center directors. Additional states specify that directors can be qualified with administrative training or experience. The Center only reports the states that require training in this topic.

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*Alabama: The state also has requirements for program directors. It is possible that responsibilities of director and program director to be assumed by the same person provided all qualifications are met for each position. If a director does not meet the qualifications of a program director, then a program director shall be employed. A program director must have at least 40 clock hours of training in child care.
*Colorado: Requirements reported in table are for directors of large centers (16 or more children). Regulations also specify requirements for directors of small centers (5-15 children).
*Connecticut: Annual hours of training required equal to 1% of hours worked per year.
*Iowa: Administrative experience is required as pre-service training if the director doesn't have 6 credits or CEU's in early childhood education and 1 year of course work. 10 hours of training in early childhood education in the first year of employment, then 8 hours of training each year after.
*Kansas: Requirements reported in table are for directors of large centers (24 or more children). Regulations also specify requirements for directors of smaller centers (less than 13 children; 13-24 children).
*Maine: Requirements reported in table are for directors of centers for 21-49 children. Regulations also specify requirements for directors of smaller centers (3-12 children; 13-20 children) and larger centers (50 or more children).
*Massachusetts: Directors of large centers must meet higher qualifications than directors of small centers.
*Minnesota: Annual hours of training required equal to 2% of hours worked per year. If a director also functions as a teacher or develops the program plan, the director must meet teacher requirements, i.e. 24 quarter credits in child development and 4,160 hours experience.
*Missouri: Requirements reported in table are for directors of centers for 12-60 children. Regulations also specify requirements for directors of small centers (up to 20 children) and larger centers (61-99 children; more than 100 children).
*Montana: If the director also acts as a caregiver, the director must receive 8 hours of training in the first year of employment.
*Nebraska: 12 hours annually is required for directors who work with a group of children.
*New York: Each center must have on staff a person with specific child-related training. This person shall be responsible for developing, directing, and supervising the daily activity programs for children. If the director of the center does not possess the qualifications, another staff person must have such qualifications. 15 hours of training in early childhood education in the first year of employment, then every 2 years after.
*Ohio: A director who also serves as a child care staff member must complete 15 hours annually for 3 years. Staff with a higher education degree or an early childhood credential are not required to participate in ongoing training.
*Oklahoma: Requirements reported in table are for directors of centers with up to 60 children. Regulations also specify requirements for directors of more than 60 children.
*Oregon: Directors who are serving as head teachers must have early childhood training.
*Rhode Island: None required, unless the head teacher does not work full-time.
*South Carolina: 15 hours in the first year, then 20 hours each year after. At least 5 hours a year must be in administration, and at least 5 hours must be in child growth and development, early childhood education, and health and safety.
*Vermont: Requirements reported in table are for directors of centers with 13-59 children. Regulations also specify requirements for small centers (12 or fewer children) and large centers (60 or more children).
* Wisconsin: Requirements reported in table are for directors of centers for 50 or fewer children. Regulations also specify requirements for directors of larger center (51 or more children). For directors who have no previous training in supervision or personnel management, 10 hours of their ongoing education hours in the first year must be completed in this area.

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